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# A structural equation model analysis of Turkish school managers' views on social responsibility

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## Abstract

The aim of this study is to find out the views of the school managers, who work in different economic and social developmental regions in Turkey, on social responsibility. 279 primary and secondary school managers participated in the research. According to the research, school managers' views on social responsibility differed according to the city, they work: Erzurum or Manisa. When these views were evaluated in terms of the institution they work, it can be said that primary school managers had more positive ideas about human rights, environmental problems, and business ethic than secondary school managers did. The school managers in both cities put the professional responsibility in the first row.

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**Keywords:** Responsibility; social responsibility; social and economic development; social responsibility in Turkish Education System.

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## 1. Introduction

Cultural, social and technological changes have lead individuals and organizations to fulfill their social responsibilities to work more ethically, in a more humanistic way and more transparently in the context of these changing conditions (Marrewijk, 2003; Karna, Hansen and Juslin, 2003; Davis, 1976). As a result, in a democratic society, all the members and the organizations have responsibilities and obligations to improve the wealth of the society and to protect it.

## 2. Responsibility

According to Fromm (2004), responsibility is not a duty to be attained to a person; on the contrary, it is a kind of feeling aroused by the individual himself and it also carries the feature of a response to the others' needs which are expressed explicitly or not. Nakamura and Watanabe-Muraoka (2006) express that responsibility is a precious value which influences democracy and the democratic society. There is no doubt that altruism is in the heart of

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responsibility. Therefore, the feeling of responsibility is a phenomenon which links individuals to the society, requiring self control for the individual and social control for the society, on the other hand (Schlenker, Britt, Pennington, Murphy, and Doherty, 1994).

### **3. Social Responsibility**

The organizations have ethic and social responsibilities along with their economical and legal responsibilities (Dincer, 1998; Carroll, 1991; Halici, 2001; Nalbant, 2005; Jones, 1999). Social responsibility requires respect to the people, public and environment; behaviors consistent with ethic values and in harmony with legal responsibilities (Karna, Hansen and Juslin, 2003); being objective and being a good citizen of the society to which one belongs to (Starrett, 1996). For this reason, society and social responsibility require and strengthen one another (Trainer, 2005). According to Berkowitz and Daniels (1963), social responsibility is a feeling of accountability when one undergoes or has to fulfill a task. In short, social responsibility is the courage to use the resources of the organization for the benefit of the society (Hellsten and Malin, 2006; Fray, 2007). Individual or ethic behaviors guide the individual and the society; and help them form nonverbal rules about justice, law, politics, economic system and traditions. For this reason, the organizations should pay attention not only to the main goals of their own but also to the activities about social responsibility concerning public benefit (Harrisson and Freeman, 1999; Kotler and Lee, 2005).

#### *3.1. Social Responsibility in Turkish Education System*

The concept of social responsibility comes out through such problems like global crisis, inflation, impropriety, unemployment, distrust which influences Turkey very deeply and brings out public and private sectors, civil community organizations and huge firms together. In this frame, lots of work (Social Activity Projects, Nurseries and Playgrounds Project, Smiling Future Kindergarten Projects, School Pedestrian Cross Officer / Volunteer, Primary School Educational Seminars, and campaigns like “Dad, send me to school” and “Modern Girls of Modern Turkey”) have been given a start and civil public organizations (Modern Life Supporting Association, Mother-Child Education Foundation, Turkey Educational Volunteers Foundation), companies (Koç, Arçelik, DANONE, Profilo, Turkcell, İpek Paper) and some newspapers which have a high selling ratio (e.g Hürriyet, Milliyet) give support to these activities. Meanwhile, the concept of social responsibility takes place both in ‘Turkish National Education’ Basic Law’ and in the National Ministry of Education Primary and Secondary Schools Social Activities Regulations. In this frame, the Institution of Higher Education (YOK), has updated the curricula program of the higher education since 2006, following the updating studies of National Ministry of Education in 2005. They added a lesson called “Application of Public Service” to the education programs of the faculties of education in the 2006-2007 academic years (YOK, Formal Website, 2009).

### **4. Research Problem**

In this study, the views of the primary and secondary school managers on social responsibility who work in different cities belonging to different economical and social developmental regions in Turkey have been investigated. The literature survey has shown that researches about social responsibility were generally carried out in the field of management (Singhapakdi, Vitell, Rallapalli and Kraft, 1996; Etheredge, 1999; Fülöp, Hisrich and Szegedi, 2000; Rose, 2007; Fray, 2007). There are not enough studies about social responsibility in educational organizations. The number of the scales developed for the concept of social responsibility is not adequate, either. The scale developed by the researchers is also aimed to decrease this gap in the field.

The problem of this research is to investigate the views of the primary and secondary school managers on social responsibility (philanthropy, human rights, responsibilities towards school, environmental problems, business ethic and responsibilities towards employees). For this reason, whether there is a significant difference between the views of the managers working in eastern and western parts of Turkey is investigated. What is important for the managers concerning general responsibilities is also investigated in this study.

## 5. Methodology

### 5.1. Population and Sampling

Turkey consists of seven regions namely Aegean, Mediterranean, Marmara, Black Sea, Central Anatolia, Eastern Anatolia and South Eastern Anatolia. Marmara region is ranked in the first row in terms of development in Turkey and it is followed by Central Anatolia, Aegean, Black Sea, Eastern Anatolia and South Eastern Anatolia respectively. In terms of development in educational sectors, Marmara Region is ranked in the first row and it is followed by Central Anatolia, Aegean, Mediterranean, Black Sea, Eastern Anatolia and South Eastern Anatolia Regions respectively. Of the two cities which constituted the research population and sample, Erzurum is in the Eastern Anatolia, ranking at the sixth row and Manisa is in the Aegean region, ranking at the third row in terms of general and educational sectors development (Dincer, Ozaslan, and Kavasoglu, 2003). The reason of the selection of these two cities, Manisa and Erzurum, was to evaluate the influence of the differences in terms of economy and development between these regions in educational organizations. On the other hand, attention was focused on the primary and secondary school managers because they are responsible for the educational and instructive activities in the first place and they are the first to be affected by the problems in the organization. The population of the research is the sample of the research as well. Table I presents the number of the school managers and the rate of the returned scales. In Table I, the numbers of the managers who participated in the research and the data obtained from the measuring instrument are shown.

Table I. The numbers of the state primary and secondary school managers

	<b>The total number of the primary school managers</b>	<b>The numbers of the primary school managers who participated in the research</b>	<b>The rate of attendance (%)</b>	<b>The total number of the secondary school managers</b>	<b>The numbers of the secondary school managers who participated in the research</b>	<b>The rate of attendance (%)</b>
Erzurum	218	60	% 28	143	35	% 25
Manisa	192	126	% 66	143	58	% 41
Total	410	186	% 45	286	93	% 33

279 school managers in total, 186 of whom were primary school managers and 93 of whom were secondary school managers, participated in the research. The rate of the data returned by the participants was % 45 for the primary school managers and % 33 for the secondary school managers.

### 5.2. The development instrument

The researchers formed a 48-item pool containing expressions about social responsibility after the literature review. They benefited from this pool and then expert opinion to form a 40-item scale draft. The instrument consisted of two sections, containing demographic information in the first section and items about social responsibility assessment in the second. The instrument was developed on the basis of six dimensions namely philanthropy, human rights, responsibilities towards school, environmental problems, business ethic and responsibilities toward employers depending on literature and expert opinion to specify the school managers' views on social responsibility. Thus, the instrument was composed of five-item demographic information (gender, age, seniority, the city and the institution where they work) and 40- items containing six dimensions about social responsibility. A five-point Likert scale with 1 as "never" and 5 as "very much" was used.

## 6. Analysis of Data

SPSS 13.00 (a statics package program for social sciences) was used to analyze the data. When comparing the mean of two groups to test whether there was a meaningful difference or not, t-test was used and when comparing the mean of more than two groups, one-way variance analysis was used. When the result of F-test was meaningful, Dunnett's T3, one of the tests of Post-Hoc, was used to understand which groups led to this differentiation.

### 6.1. Reliability and Validity

The reliability analysis of each dimension of the instrument was tested with the Cronbach alpha value and the reliability coefficients were found to be between 0.76 – 0.83 (Table II). Explanatory factor analysis was used in the analysis of one-dimension of the social responsibility instrument. The six subscales which were obtained as a result of the explanatory factor analysis explained the 62.502 % of the total variance. KMO (.907) and Bartlett test (3452.865) results were found to be adequate. As it is seen from Table II, the factor loading of the items belonging to the social responsibility subscale is bigger than 0.50.

First, exploratory factor analysis is used to test the validity of the measure instrument. According to Hair, Anderson, Tahtam and Black (1998, p. 112), factor load can be taken as .30 in the studies where the significance level is .05 if the number of the data is 350 or bigger. Since the bigger the factor load is, the more reliable the measurement is; factor load was taken as .50 to increase the validity level in this study, where there are 279 data. The items 1, 8, 9, 10, 11, 17, 18, 19, 29, 30, 31, 33, 34, 35, 38, 39, 41, 42, 44 and 46 were extracted from the study because their factor loads measured less than .50 according to the exploratory factor analysis. The subscales, factor loads, means and communality values are shown in Table II.

Table II. The results of the reliability and confirmatory factor analyses

Subscales /Items	Mean	Communalities	Philanthropy	Human Rights	Responsibilities Towards School	Environmental Issues	Business Ethics	Responsibilities Towards Employees
M14	3.867	.589	.734					
M25	3.918	.675	.701					
M15	3.961	.682	.698					
M23	3.839	.625	.693					
M12	3.538	.507	.672					
M16	4.050	.540	.603					
M5	4.606	.674		.766				
M2	4.387	.619		.762				
M3	4.272	.626		.714				
M4	4.452	.593		.700				
M7	4.495	.580		.691				
M21	4.394	.710			.730			
M20	4.409	.568			.699			
M22	4.401	.596			.671			
M13	4.491	.562			.652			
M26	4.574	.771				.727		
M24	4.631	.689				.688		
M28	4.581	.662				.633		
M27	4.351	.632				.616		
M36	4.473	.703					.807	
M37	4.638	.692					.697	
M40	4.269	.551					.694	
M32	4.470	.597					.562	
M48	4.681	.739						.744
M47	4.606	.580						.685
M45	4.638	.606						.652
M43	4.419	.509						.592
Eigenvalues			3.370	3.149	2.691	2.691	2.525	2.449
Explained of Total Variance			12.481	11.663	9.968	9.968	9.353	9.070
Explained of Cumulative Variance (%)			12.481	24.143	34.111	44.079	53.432	62.502
Cronbach's Alpha			.83	.83	.85	.79	.76	.79
Keiser-Meyer-Olkin Measure of Sampling Adequacy: .907								
Bartlett's Test of Sphericity: 3452.865								
Sig. : .000								

Confirmatory factor analysis was used to test the six dimensions obtained from the exploratory factor analysis. Exploratory factor analysis (EFA) is preferred because this analysis allows goodness of fit to be tested statistically (Ewert and Sibthorp, 2000). Lisrel 8.54 was used to confirm the six-scale dimension structure which was obtained from the exploratory factor analysis. This structure was tested separately for the school managers in each city to see whether there is a difference between the school managers' views on social responsibility in terms of the city they

work. Figure I shows the results of confirmatory factor analysis for Erzurum. According to Figure I, convenience statistics like RMSEA (root mean square error of approximation), CFI (comparative fit index) and GFI (goodness of fit index) indexes seemed to be in acceptable intervals (Kaplan, 1995). In this sense, the six-subscale structure of the social responsibility scale for Erzurum was confirmed (Figure I).

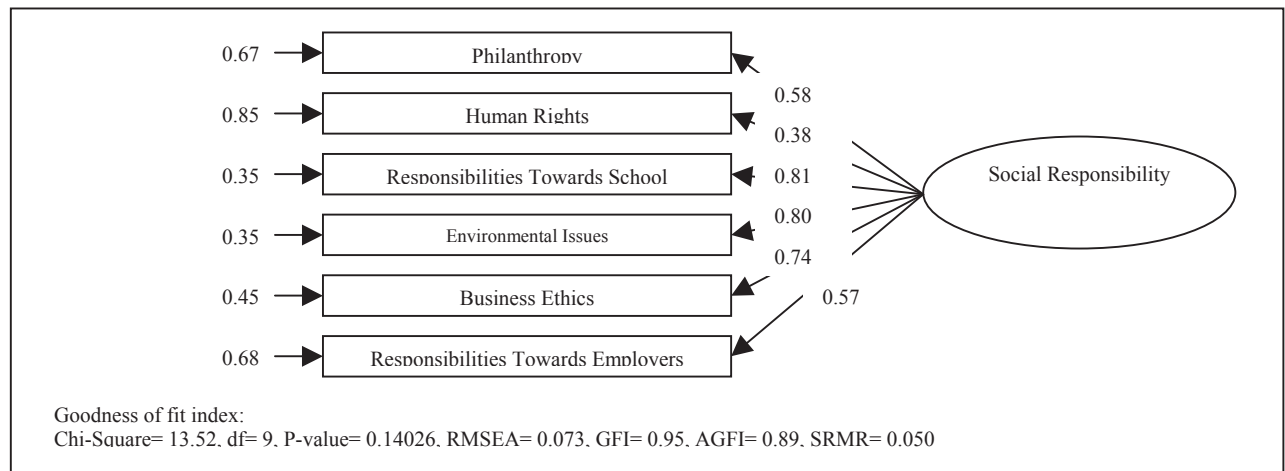


Figure I. Confirmatory factor analyses for the city, Erzurum (CFA)

The same procedure was done to the city of Manisa and as it is seen from Figure II, the six factor structure was confirmed according to the goodness of fit indexes.

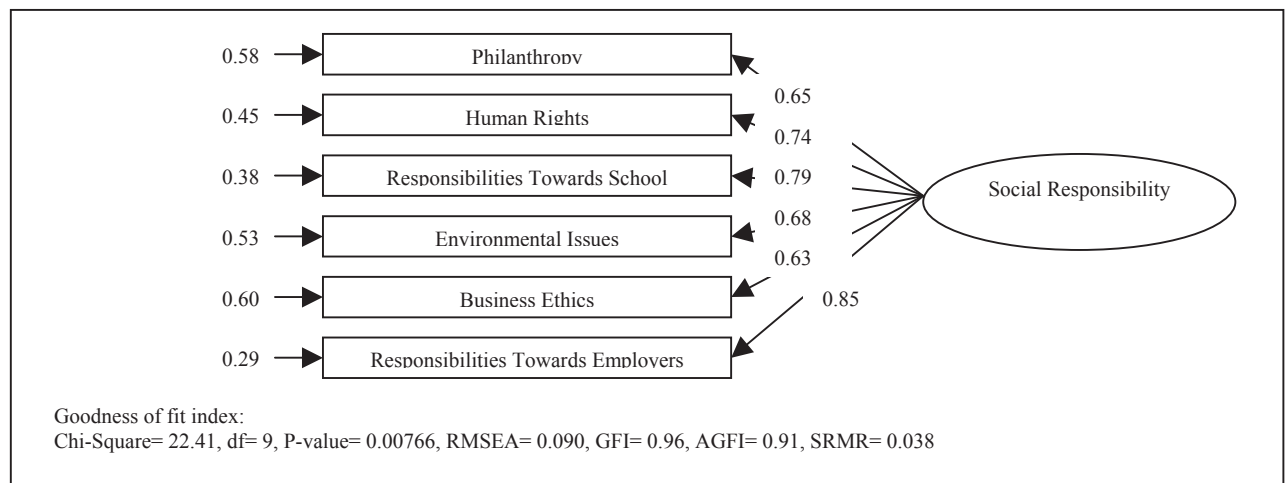


Figure II. Confirmatory factory analysis for the city, Manisa

## 7. Findings

### 7.1. Descriptive statistic and analysis

In this part, the school managers' demographic features (gender, age, seniority, the institution and the city they work) are investigated. 35 of the managers (25 %) were female and 244 of them were male (87.5 %). When the distribution of these managers was investigated according to age groups, it was found out that 137 of them were between age 22–43 (49.1 %) and 142 of them was between age 44– 65 (50.9 %) the seniority of these managers as follows: 101 of these managers has worked for 1–6 years (36.2 %), 85 of them 7–12 years (30.5 %), 41 of them 13–18 years (14.7 %) and 52 of them 19–24 years (18.6 %). The same table shows 95 of these managers work in

Erzurum (34.1 %) and 184 of them work in Manisa (65.9 %). 186 of these managers work in primary schools (66.7 %) and 93 of them work in secondary schools (33.3 %).

### 7.2. The analysis of the differentiation in school managers' views on social responsibility (Erzurum and Manisa)

According to the results of CFA (Figure I), the school managers in Erzurum think that “responsibility towards school” is the most effective dimension on their views on social responsibility, (having the factor load 0.81); and “environmental problems” dimension comes in the second row, (having the factor load .80). The dimension of “human rights” comes in the last row; (having the factor load 0.38). According to the results of the CFA (in Figure II), the school managers in Manisa think that “responsibilities towards employees” is the most effective dimension on their views on social responsibility (having the factor load 0.85), and it is followed by “responsibilities towards school” dimension (having the factor load 0.79). The managers in Manisa rank the “business ethic” as the last row, having the factor load 0.63.

When Figure I and Figure II are evaluated separately, it is seen that the school managers' views on social responsibility change according to the city they work. When the dimensions of social responsibility undergone a *t*-test, there is a meaningful difference between the school managers' views on social responsibility in Erzurum and those of in Manisa in all the dimensions except for “philanthropy [ $\bar{X}_{\text{(Erzurum)}} = 3,818$ ,  $\bar{X}_{\text{(Manisa)}} = 3,885$ ]” dimension. When the arithmetic means ( $\bar{X}$ ) of the school managers' views are evaluated, the dimensions can be ranked as follows: “human rights [ $\bar{X}_{\text{(Erzurum)}} = 4,263$ ,  $\bar{X}_{\text{(Manisa)}} = 4,535$ ]”, “responsibilities towards school [ $\bar{X}_{\text{(Erzurum)}} = 4,268$ ,  $\bar{X}_{\text{(Manisa)}} = 4,504$ ]”, “environmental issues [ $\bar{X}_{\text{(Erzurum)}} = 4,405$ ,  $\bar{X}_{\text{(Manisa)}} = 4,601$ ]”, “business ethic [ $\bar{X}_{\text{(Erzurum)}} = 4,371$ ,  $\bar{X}_{\text{(Manisa)}} = 4,510$ ]” “responsibilities towards employees [ $\bar{X}_{\text{(Erzurum)}} = 4,492$ ,  $\bar{X}_{\text{(Manisa)}} = 4,635$ ]” (Table IV).

Table IV. School managers' views on social responsibility in Erzurum and Manisa (T-test)

Dimensions	The city they work	N	Mean	Std. Deviation	t	p
Philanthropy	Erzurum	95	3,818	,705	,811	,418
	Manisa	184	3,885	,632		
Human Rights	Erzurum	95	4,263	,723	3,418	,001*
	Manisa	184	4,535	,386		
Responsibilities Towards School	Erzurum	95	4,268	,634	3,160	,002*
	Manisa	184	4,504	,495		
Environmental Issues	Erzurum	95	4,405	,580	2,855	,005*
	Manisa	184	4,601	,460		
Business Ethic	Erzurum	95	4,371	,598	1,987	,049*
	Manisa	184	4,510	,448		
Responsibilities Towards Employers	Erzurum	95	4,492	,509	2,375	,018*
	Manisa	184	4,635	,456		

\*  $p < .05$

As a result, it is seen that the level of sensitiveness to the social responsibility dimensions of school managers who work in the western part of Turkey is higher than that of the school managers who work in the eastern part.

### 7.3. The analysis related to the school principals' views on social responsibility in terms of gender, age, the institution they work and seniority

ANOVA and *t*-tests were utilized to ascertain whether demographic features affected the six dimensions of social responsibility identified in the first-level factor analysis. In making this calculation, the dimensions of social responsibility were posited as dependent variables. The relationships with gender, age, and the city and institution they work were examined via *t*-test, whereas the relationships with seniority were examined with ANOVA. A Dunnett's T3 was then used to determine the source of any significant differences found in the variance analysis.

The school managers' views on the concept of social responsibility in terms of age, gender and seniority, showed no meaningful difference. Whereas, when the views of the educational managers on social responsibility were evaluated in terms of the institution they work, they differentiated in “human rights [ $\bar{X}_{\text{(primary school)}} = 4,505$ ,



$\bar{X}_{\text{(secondary school)}} = 4,316]$ ”, “environmental issues’ [ $\bar{X}_{\text{(primary school)}} = 4,603$ ,  $\bar{X}_{\text{(secondary school)}} = 4,395]$ ”, “business ethic [ $\bar{X}_{\text{(primary school)}} = 4,515$ ,  $\bar{X}_{\text{(secondary school)}} = 4,318]$ ” subscales (Table V).

Table V. The effect of the institution they work on dimensions of social responsibility

Dimensions	The institution they work	N	Mean	Std. Deviation	t	p
Philanthropy	Primary education	186	3,878	,639	,579	,563
	Secondary education	93	3,830	,695		
Human Rights	Primary education	186	4,505	,505	2,793	,006*
	Secondary education	93	4,316	,587		
Responsibilities Towards School	Primary education	186	4,466	,515	1,702	,091
	Secondary education	93	4,338	,625		
Environmental Issues	Primary education	186	4,603	,439	2,937	,004*
	Secondary education	93	4,395	,609		
Business Ethics	Primary education	186	4,515	,456	2,268	,025*
	Secondary education	93	4,358	,586		
Responsibilities Towards Employees	Primary education	186	4,617	,418	1,375	,171
	Secondary education	93	4,524	,579		

\* p < .05

It can be said that primary school managers’ views on social responsibility is more positive than those of secondary school managers.

#### 7.4. School managers’ prior social responsibilities

Primary and secondary school managers give priority to their occupational responsibility in terms of importance. Then comes legal responsibility and responsibility towards students respectively. Whereas the first three ranking is the same for both cities, the order of responsibility towards parents and economic responsibility is different. While the school managers in Erzurum give priority to the economic responsibility in above ranks; those in Manisa think that responsibility towards parents is much more important than economic responsibility (Table VI).

Table VI. General responsibility issues given importance by primary and secondary school managers

Issues bearing importance	Erzurum			Manisa		
	Score	%	Rank	Score	%	Rank
Legal Responsibility	41	26.6	2	66	25.6	2
Occupational Responsibility	47	30.6	1	111	43.2	1
Responsibility Towards Parents	10	6.5	5	16	6.3	4
Economic Responsibility	21	13.6	4	11	4.3	5
Responsibility Towards Students	35	22.7	3	53	20.6	3
Total	154	100		257	100	

Whether there is a significant difference between the school managers in Erzurum and those in Manisa is tested by the Sperman Ranlı correlation analysis. According to the result of the analysis, since the values are  $r = .900$ ,  $p = 0.37$ , it can be said that there is not a significant difference between their priority ranking.

While the school managers in different cities of Turkey have different ideas about social responsibility, they have similar ideas about their priority while ranking the importance of general responsibility issues. According to the school managers, while occupational responsibility and legal responsibility are taking place in the first rows, economic responsibility and responsibility towards parents are in the last rows.

## 8. Discussion

Although there are some activates to decrease the developmental gap between the regions, there is still a huge gap between the eastern and western part of the country both from economic and cultural views (Kara, 2008). In general,

economic and social developments affect the social responsibility fields of the organizations. The school managers in Manisa, where the mean of education level and the rate of literacy is above the average, see the responsibilities towards employees in the first row. Whereas, the school managers in Erzurum, where the literacy level is lower respectively and education level and the rate of schooling is under the average (Dincer et.al., 2003), focus on social responsibility studies related to the school and environmental problems. Ozdayi (2001) expresses in his research called devolution of authority and the level of anxiety among secondary school managers that school managers have lots of responsibilities; yet, since they don't have enough authority as much as their responsibilities, they have to get permission from their superiors to fulfill even a minor task. Therefore, it can be said that the use of the organization sources for the school and environment really needs great effort. It can be said that the school managers in Erzurum, as not a developed city as Manisa is, are trying to use these sources for the benefit of school and environment. In this research, too, it can be expressed that school managers support the activities, including the school employees and its environment, yet, change their preferences owing to (socio-economic) requirements of the cities they work. Human rights dimension is taking place in the last row in Erzurum. Turkey is one of the first countries which signed the International Human Rights Declaration. Respect for the human rights has also its place in our law. Ministry of Education also gives importance to this issue and there is a course in the curricula called "Democracy and Human Rights." It can be said that time and efforts are needed to raise new generations who are respectful to human rights. In this research, the school managers' views on social responsibility in terms of age, gender and seniority showed no meaningful difference in terms of age, gender and seniority. The findings of this study does not overlap with the findings of the other studies which said that there was a meaningful relationship between gender and social responsibility (Ford and Wentzel, 1989; Berkowitz and Lutterman, 1968; Schopler and Bateson, 1965). These researches showed that there was a significance difference between gender and social responsibility; and women are said to be more positive about social responsibility. However, this research shows that gender has no effect on the views on social responsibility. National Ministry of Education Primary School General Principle has given courses on "a headmaster as a person" and "ethic and social responsibility" in the frame of School Management Development, including 35,000 school managers, since 2006.

Although the school management profession is not hold apart from the teaching profession in Turkish education system (Balci, 2008; Simsek, 2002), in this research, school managers ranked their priority in responsibility as professional responsibility and legal responsibility respectively. In any case, it is a legal obligation for the administration to act in line with legal rules (State Officials Law, article 11) and all actions and administrative procedures are subject to jurisdiction (1982 Constitution, article 125). Therefore, school principals should not be expected to act against regulations in responsibility.

## 9. Conclusions

The period of European Union Consistency has an important role in shaping the regional policy and applications. Education is one of the most important actors in this period. Although there are definitions and principles in the legal texts of education, it is seen that school managers could not show the expected performance and they need to do more efforts about these issues. It is found out in this research that the issue of "human rights", a part of social responsibility, requires to be given more developed in both cities. In this study, it is seen that the school managers lead the social responsibility studies according to the needs of the city. They also act in the name of the school to make the employees, students, and environment happy.

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